

**THE INFLUENCE OF USING SHORT VIDEO TOWARDS STUDENTS'
ACTION VERB MASTERY AT THE SECOND SEMESTER OF
THE EIGHTH GRADE OF SMPN 3 KETAPANG SOUTH
OF LAMPUNG IN THE ACADEMIC YEAR OF
2019/2020**



A Thesis

**Submitted as a Partial Fulfillment of
the Requirement for S-1-Degree**

By:

VEGA HALWIYAH

1511040164

Study Program: English Education

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF RADEN INTAN LAMPUNG
2020**

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**Advisor : Dr. Zulhannan, M.A
Co-Advisor : Yulan Puspita Rini, S.S., M.A**

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF RADEN INTAN LAMPUNG
2020**

ABSTRACT

THE INFLUENCE OF USING SHORT VIDEO TOWARDS STUDENTS' ACTION VERB MASTERY AT THE SECOND SEMESTER OF THE EIGHTH GRADE OF SMPN 3 KETAPANG SOUTH OF LAMPUNG IN THE ACADEMIC YEAR OF 2019/2020

By:

VEGA HALWIYAH

This research was conducted based on the phenomenon happened in the school. The students had low vocabulary especially on verbs. They got difficulty in remembering, interpreting, and distinguishing action verb with non-action verbs. Therefore, to solve the problem, the researcher applied Short Video as media in learning action verb in SMPN 3 Ketapang South of Lampung. This research is aimed to finding out whether there was a significant influence of using Short Video towards Students' Action Verb Mastery at the Second Semester of the Eighth Grade of SMPN 3 Ketapang South of Lampung in the Academic Year of 2019/2020.

The research methodology was experimental research design. The population of this research was students of the eighth grade of SMPN 3 Ketapang South of Lampung. The two classes were selected using cluster random sampling technique and the researcher determined VIII C as experimental class and VIII A as control class. In collecting the data, the researcher used instrument in the form of multiple choice tests which had been tried out before giving treatment, the instrument was given in pre-test and post-test. Before giving treatment, the researcher gave pre-test and post-test for both of classes. After collecting the data, the researcher analyzed the data used SPSS to compute independent sample t-test.

From the data analysis, it was obtained that the result from independent sample t-test of Sig. (2-tailed) was 0.011 and $\alpha = 0.05$. It means that $\text{Sig} (P_{\text{value}}) < \alpha = 0.05$ and H_a is accepted. It proved that there was a significant influence of using Short Video towards Students' Action Verb Mastery at the Second Semester of the Eighth Grade of SMPN 3 Ketapang South of Lampung in the Academic Year of 2019/2020.

Keywords: *Action Verb Mastery, Quasi Experimental Design , Video;Short Video,*



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Jl. Let. Kol. H. Endro Suratmin, Bandar Lampung Telp. 0721 703260

APPROVAL

Title : THE INFLUENCE OF USING SHORT VIDEO
TOWARDS STUDENTS ACTION VERB MASTERY
AT THE SECOND SEMESTER OF THE EIGHTH
GRADE OF SMPN 3 KETAPANG SOUTH OF
LAMPUNG IN THE ACADEMIC YEAR OF 2019/2020

Student's name : VEGA HALWIYAH

Student's number : 1511040164

Study program : English Education

Faculty : Tarbiyah

APPROVED

To be tested and defended in the examination session at Tarbiyah and Teacher
Training Faculty, the State Islamic University Raden Intan Lampung

Advisor

Dr. Zulhannan, M.A.

NIP. 196709241996031001

Co-Advisor

Yulan Puspita Rini, M.A.

NIP. 19860711201503200

**The Chairperson of
English Education Study Program**

Meisuri, M.Pd

NIP. 19800515 200312 2 004



KEMENTERIAN AGAMA

UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG

FAKULTAS TARBIYAH DAN KEGURUAN

Jl. Let. Kol. H. Endro Suratmin, Bandar Lampung Telp. 0721 703260

ADMISSION

A thesis entitled: **"THE INFLUENCE OF USING SHORT VIDEO TOWARDS STUDENTS' ACTION VERB MASTERY AT THE SECOND SEMESTER OF THE EIGHTH GRADE OF SMPN 3 KETAPANG SOUTH OF LAMPUNG IN THE ACADEMIC YEAR OF 2019/2020, By: VEGA HALWIYAH, NPM: 1511040164, Study Program: English Education,** was tested and defended in the examination held on: Friday, August 24th, 2020.

Board of Examiners:

The Chairperson

: Meisuri, M.Pd

The Secretary

: Dr. Nur Syamsiah, M.Pd

Primary Examiner

: Nurul Puspita, M.Pd

The Second Co-Examiner

: Yulan Puspita Rini, M.A

**The Dean of
Tarbiyah and Teacher Training Faculty**

Prof. Dr. H. Nirva Diana, M.Pd

NIP: 19640823 198801 2002

DECLARATION

I am a student with the following identity:

Name : VEGA HALWIYAH

Student's Number : 1511040164

Thesis : The Influence of Using Short Video towards
Students' Action Verb Mastery at the Second Semester of the Eighth Grade of
SMPN 3 Ketapang South of Lampung in the Academic Year of 2019/2020.

Certify that this is definitely my own work. I am completely responsible for the
contents of this thesis. Other researchers' opinion or researcher findings included
in the thesis are quoted or cited in accordance with ethical standards.

Bandar Lampung, 10 June 2020

Declared by,

Vega Halwiyah
NPM.1511040164

MOTTO

الرَّحْمَنُ ١ عَلَّمَ الْقُرْآنَ ٢ خَلَقَ الْإِنْسَانَ ٣ عَلَّمَهُ الْبَيَانَ ٤

*(Allah) most gracious!, It is He Who has taught the Qur'an, He has created man,
He has taught him speech (and intelligence) (Qs. Ar-Rahman : 1-4)¹*



¹ Abdullah Yusuf 'Ali, *The Holy Qur'an Arabic Text With English Translation*, (New Johar Offset Printers, india, 2006), p. 1064

DEDICATION

This thesis is dedicated to:

1. My beloved parents, Mr. Erwinsyah and Mrs. Halimah Tusakdiyah, S.Pd who always give me love, support, spirit, inspiration, motivation and pray for me as long as their life. I love you forever.
2. My beloved brother, Firmasnyah and Habibi Salmansyah, and My sister, Marwiyah Salma, who always love and care of me also give me motivation and pray for me a lot in my life to continue my study well.
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4. My beloved lecturers and almamater, UIN Raden Intan Lampung which have contributed a lot for my development.

CURRICULUM VITAE

The researcher's name is Vega Halwiyah. She was born in South Lampung on June 10th 1997. She is the First child of Mr. Erwinsyah and Mrs. Halimah Tusakdiyah S.Pd. She has two younger brothers whose names are Firmansyah and Habibi Salmansyah. She has one younger sister, her name is Marwiyah Salma.

She began her study at SDN SIDOASIH, South Lampung, graduated in 2009. After finishing her study at elementary school, the researcher proceeded to SMPN 3 Ketapang South of Lampung and graduated in 2012. In addition, she continued her studies in Bandar Lampung to SMA Gajah Mada Bandar Lampung and graduated in 2015. At last, in the same year she continued her study in UIN Raden Intan Lampung as the student of English Education Study Program of Tarbiyah and Teacher Training Faculty. In the Seventh semester, the researcher had his Students Study Service (KKN) in Pringsewu, after having KKN, She had her field Teacher Training (PPL) in SMP 31 Bandar Lampung.

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This thesis is presented to the English Education Study Program of the State Islamic University of Raden Intan Lampung . The primary of writing this is to fulfill students’ partial fulfillment of the requirement to obtain S1- Degree. Then, the researcher would like to thank the following people for their ideas, time, and guidance for this thesis :

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Finally, the researcher is fully aware that there are still a lot of weaknesses in this thesis. Therefore, the researcher sincerely welcomes criticism and suggestion from the readers to enhance the quality of the thesis.

Bandar Lampung, 10 June 2020
Researcher,

Vega Halwiyah
NPM: 1511040164

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Foreign languages are so complicated among these modern societies. Making citizens of modern countries come to know what foreign languages are related to foreign languages, Chaer argues "the term target language is a language that is being studied and wants to be mastered".² The form of the target language can be in the form of mother tongue, which is the language when we first appeared on earth. The next target is the second language, which is the famous language in the world according to the country. Like the second language in the country of Indonesia which is using Indonesia itself, the last target is foreign languages that are starting to emerge in the world, one of which is the foreign language in Indonesia is English. In Indonesia, foreign languages are very favorites and are used among adolescents and schools, namely English.

English is one of the foreign languages in Indonesia that is widely used by the public. This foreign language turned out to get a pretty good place compared to other foreign languages in Indonesia. It can be seen from the fact that there are junior and senior high school or vocational schools which are included in English subjects to improve communication both verbally and in writing. Teaching English to young students means teaching how to use language in good communication.

² Chaer, Abdul.2009.*Pengantar Semantik Bahasa Indonesia*.Jakarta: PT Rineka Cipta, Page.37

English has 4 skills in language. They are listening, speaking, reading, and writing. These skills are taught properly and correctly to enable students to learn languages easily. One of the skills is listening. Listening plays an important role in the process of teaching students. Listening can make students get information and knowledge. In listening skills we must be able to understand the words spoken. To be able to understand a word in English we must know its meaning, students must master the vocabulary.

Language has several elements, such as: vocabulary and grammar. One of the most important language items that must be taught to children is vocabulary. Brown states that the vocabulary is seen as its central role conceptualized in a meaningful language.³ Vocabulary is a very important part of learning languages because without mastering vocabulary, students will not be easy to communicate with others, so the quality of language in students depends on the quality of vocabulary knowledge. So, if students want to understand English, students must know and understand mastery of vocabulary. Recognizing sufficient vocabulary will enable students to communicate and get to know English at least in a simple way because vocabulary is the essence of English.

Learning a language must be related to learning vocabulary. Vocabulary has an important role in achieving four language skills. Before getting four language skills, we must understand vocabulary first. Cameron states that building useful vocabulary is a center for learning foreign languages

³ H. Douglas Brown, *Teaching by Principle an Interactive approach to language pedagogy* (New Jersey, 1994), page.365-369

at the elementary level.⁴ This explains that vocabulary is very important in language formation. Vocabulary is a basic aspect of English to support the formation of basic things in English in listening, speaking, reading and writing skills. This must be considered in the teaching and learning process. In some junior high schools, students have very low vocabulary, especially to mention objects and the meaning of the vocabulary. Teaching vocabulary especially in junior high school is important to improve vocabulary. In teaching English, vocabulary is one of the elements that must be taught in English because the vocabulary affects students' mastery to learn English.

Vocabulary holds an important position in learning English, because without very little vocabulary that can be delivered, without vocabulary nothing can be said, and without enough vocabulary in our minds, it means not useful in making sentences.⁵ Vocabulary is a form of word that has its own meaning, can be more than one. Hatch and Brown state that vocabulary refers to a list or set of words that may be used by speakers of languages.⁶ From that statement we know that it refers to the word in the language used by the speaker. Vocabulary is part of language, in small and simple forms. Students have a lack of vocabulary, they will find it difficult to express ideas or understand the texts they read and it is impossible for them to communicate effectively among people

⁴, Lynne Cameron. *Teaching Language to Young Learners*. Cambridge: Cambridge University Press, 2001. Page.72

⁵ Scott Thornbury. *How To Teach Vocabulary*. (Cambridge: Longman, 2005), p.13

⁶Hatch, Evelyn, and Cheryl Brown. 1995. *Vocabulary, Semantic and Language Education*. Cambridge: Cambridge University Press, p.13.

Vocabulary has parts of speech in it which are noun, verb, adjective, adverb, conjunction, pronoun, etc. The researcher focused on one part of speech in vocabulary, verb. Verb is one of the most important parts in a vocabulary for students to learn. Verbs are words that express the action of a person or animal.⁷ The position of a verb in sentence is very important that it describes the action which is done by subject.

Verb is used to express the activity of something or a group of nouns. In sentences, the verb functions as a predicate. Verbs generally require objects (called transitive verbs), but there are also some verbs that do not need objects (called intransitive verbs). Verbs are the most important type of words in a sentence. Even in spoken language, only with a verb can we express an idea that can be understood by others. Verb has types in it, one of which is Action verb.

Action verb is one of the problems in this research. The researcher found problems in English vocabulary, especially in the action verb. Action is one part of verb that plays an important role in increasing student vocabulary. Indah states action verbs are verbs to express that the subject is doing an action or to declare that something to happen, for example (eat, listen, play, study, walk, etc.)⁸ Action verb is a verb that express physical or mental action and tell us what the subject of our clause or sentence is doing-physically or mentally. The purpose of the above understanding of action verb is a verb

⁷ P.C. Wren and H. Martin, *English Grammar & Composition*, (New Delhi: S. chand & Company Ltd, 2000), p. 65

⁸ Indah Puspasari. *Understanding Verbs in English Language: Action and Non Action Verb*. Journal English Language Education Department : IAIN metro. p. 1

whose subject feels what is done.⁹ People can feel it physically and mentally when doing the verb.

Based on the preliminary research that the researcher did at SMPN 3 Ketapang South Lampung, the researcher found some problems faced by the students at the eighth grade of SMPN 3 Ketapang South Lampung. By interviewing the English teacher Eti Safitri, S.Pd. The researcher found that students' vocabulary mastery is still low especially in Verb. The Students are difficult to memorize, remember and tell a vocabulary. Students still confused about different types of verb especially in action verb. The researcher also interviewed students. According to the students it happened because the teacher did not use effective techniques and interesting media to teach vocabulary, and students had no self-motivation to understand the vocabulary in English. Thus, they felt bored, confused and difficulty to remember vocabulary in action verb, students feel that the teacher is not creative in teaching action verb. It was caused by the English teacher who may not reflect students' need. Show that, the result of preliminary the researcher knew that the media used by the teacher in teaching vocabulary is Textbook. Textbook is a basic media in teaching and learning process.

From the data that the researcher has obtained from an English teacher at SMPN 3 Ketapang, it can be concluded that mastery of action verb in

⁹Action Verbs Example :
http://www.softschools.com/example/grammar/action_verbs_example/55/. 20 November 2019 at 08.00 am.

students is still low and needs to be improved. Student vocabulary scores can be seen in the table below:

Table 1
The Students' Vocabulary score at the Eighth Grade of SMPN 3
Ketapang South Lampung in 2019/2020 Academic Year¹⁰

| Number | Class | students' Score | | Number of Student |
|-------------------|-------|-----------------|----------------|-------------------|
| | | < 70 | ≥ 70 | |
| 1 | 8A | 16 | 14 | 30 |
| 2 | 8B | 21 | 10 | 31 |
| 3 | 8C | 19 | 11 | 30 |
| Total | | 56 | 35 | 91 |
| Percentage | | 61,53 % | 38,47 % | 100% |

Source: Teacher's Documentation of the Eighth Grade of SMP Negeri 3 Ketapang South Lampung in of 2019/2020 Academic Year

Based on the table above, the researcher got that there were many students who got lower scores or got scores for vocabulary below the criteria of minimum mastery (KKM) of the school 70, as 56 out of 91 students or 61,53% than those who got scores above the criteria of minimum mastery, as 35 students or 38,47%. The vocabulary in English in SMPN 3 Ketapang is very low. The teacher states students are very difficult to remember various kinds of vocabulary, especially on verbs. Verbs are difficult to remember are action verbs, where action verbs are numerous and have different types. In this research, the researcher focused their research on verb which is more specialized in action verb.

¹⁰Eti Safitri, The English Teacher of SMP 3 Ketapang South Lampung, Data of students' vocabulary score of Academic year 2019/2020, (March 22nd, 2019), Unpublished.

Therefore, to make the students' action verb mastery improved. English teacher should consider the ways or media in presenting the available subject to the class. Sometimes teacher usually use some media which make students bored, for the example the teacher usually use textbook or usually the teacher give some vocabularies for the students and asks the students to memorize it. This teaching media will make students bored and to overcome that situation, the teacher should give another media that has entertaining affect to the students so they feel enjoy to accepting the material.

There are many types of media that can be used to teach vocabulary like audio aid, audio-visual aid and etc. Example for audio aid is radio, music, so on while example of audio-visual aid is video, film/movie, and television, etc. It means that media is so effective for students to learn vocabulary. In this study, video is chosen as a media for teaching vocabulary. Video is an audio visual media that it show pictures and sound recording at the same time. Meanwhile, videos that motivate students to easily understand vocabulary are short video. Using short videos to the student can help them to play their imagination based on the words and pictures. Short video also helps the students be active in the classroom.¹¹ It means teaching English by using short videos has good result. Because they try to guess what the passage of the story is about.

Learning to communicate with video is an important skill for young people to develop. It helps build their understanding of how media works, and

¹¹ Dita oktapiana, *The Influence Of Using Short Video Towards The Students' Speaking Skill At Grade VII Of SMPN 22 Bandar Lampung*. Journal English Language Education Study Program. Bandar Lampung University. Vol.101-102

enables them to build up a range of useful techniques. In creating a video presentation, they learn to combine spoken words, images, sound, music, text and descriptive. For students who are shy about live presentation, video helps them develop their confidence in speaking since it provides a safe barrier between themselves and their audience.¹² From the statement above, video is suitable media in English teaching learning process, especially in action verb mastery.

In teaching learning process especially action verb, short video can be used by the students to memorize the words. In this case, the researcher would like to find out the effectiveness of short video in learning action verb, and the researcher gives the short video with a purpose of teaching action verb to motivate the students to learn English. Mansur Hidayat states short video is one of the interesting methods in teaching narrative structure. When students watch the story video which played by the teacher the students will get point from the story.¹³ So they can understand about some vocabulary and generic structure of the narrative story. Hornby states video means a series of moving picture recorded with sound that tells a story, shown at movie.¹⁴ It means short video student just not get new words but students will have fun in listening the story and short video often brings certain themes and messages that are also related to the social issue in our daily life.

¹² Hand Book, *Using Animation In School*, (England: Moviestroam, 2011), p.4

¹³ Mansur Hidayat, *The Implementation Of Using Short Video Stories To Increase Students Understanding In learning Narrative Structure In Seventh Grade Of MTs SA PancasilaSalatiga Academic Years Of 2012/2013*, Thesis in English Education Departement of State Islamic Studies Institute Salatiga, 2013.

¹⁴ Hornby, A.S. (*Oxford learner's dictionary*; 1995) .New york: Oxford University Press. p.950

Short video are one of the teaching media that will facilitate students to learn vocabulary. Researcher wants to make junior high school students interested in learning vocabulary especially in action verb through short video because almost all children love stories. It can bring a lot of excitement and also gives students the opportunity to remember words and understand sentences easily. Short video media can help the students to get many new words and short video media also can help the students to have better performance in vocabulary because it contains moved motion or picture and sound. Based on the result of the research, it indicates that there is an increase of students' comprehension when the lesson material is given using sound and moving picture. It means that using movie is important to increase students' action verb mastery, because the students feel entertain and catch the point of vocabulary easier.

There are two previous research, the first research was conducted entitled by Nunun "Improving students writing skill of narrative texts by using short videos" showed that teaching writing through short video is effective.¹⁵ In addition she says, moreover it also helps to build an interesting teaching learning process which can attract the students interesting studying English. Another previous was conducted by Mansur entitled "The Implementation of Using Short Video to Increase Students Understanding In learning Narrative Structure". He found that the short video helped in teaching a foreign language in order to be able to communicate in simple

¹⁵Nunun Indrasari, *Improving students' writing skill of narrative texts by using short videos at the eighth Grade students of SMPN 2 Temanggung in the academic Year of 2009/2010*. Thesis in English Department state SebelasMaret University surakarta, 2010

English, and the researcher also found that the students felt motivated by the use of video.¹⁶

Based on the finding in this thesis. The researchers found differences: the two previous researches used short videos as media and used writing skills in narrative text. While researchers used media is short video and used several elements; vocabulary in narrative text. The short videos is a good media in teaching English to enhance the students' action verb mastery. This media is very enjoyable because movie not make students bored and they are will get so many new words from the video. The video in narrative text like video cartoon, animation video, fable, etc. The students get some words like noun, verb, adjective, etc. In research, the researcher focus in word action especially action verb. Therefore this media can be used on teaching vocabulary in action verb.

From the background above, the researcher intends to make a study entitled "The Influence of using Short Video towards Students' Action Verb Mastery at the second semester of the Eighth grade of SMPN 3 Ketapang South of Lampung in the Academic year of 2019/2020". It can make a teacher work by using short video.

¹⁶Mansur Hidayat, *The Implementation Of Using Short Video Stories To Increase Students Understanding In learning Narrative Structure In Seventh Grade Of MTs SA PancasilaSalatiga Academic Years Of 2012/2013*, Thesis in English Education DepartementofState Islamic Studies Institute Salatiga, 2013.

B. Identification of the Problems

Based on the background of the problem above, the researcher identified the problem as follows:

1. The students had low vocabulary especially in action verb.
2. The students were difficulties to memorize, remember and tell vocabulary especially in action verb.
3. The students still confused to distinguish action verb and non-action verb.
4. The media used by teacher were not effective and interesting for teaching action verb.

C. Limitation of the Problem

In this research the researcher focused on the problem of how the influence of using Short Video towards students' action verb mastery. Moreover, the researcher focused on the use of short video to specifically influencing action verb in the syllabus at the second semester of the eighth grade in SMP N 3 Ketapang South of Lampung. In addition, the students were hoped to master not only knowing the English verb vocabulary but also understanding about the form, meaning, and use of the action verb.

D. Formulation of the Problem

Based on the limitation of the problem, the researcher formulated the problems as follows: Is there a significant influence of using short video media towards students' action verb mastery at the eighth grade of SMPN 3 Ketapang South Lampung in the academic year 2019/2020?

E. The Objective of the research

Based on the formulated of the problem above, the objective of the researcher is:

To know a significant influence of using short video towards students' action verb mastery at the eighth grade of SMPN 3 Ketapang South Lampung in the academic year 2019/2020.

F. Use of The Research

1. Theoretically

As theoretically the research also can gave information to provided and guided in teaching learning process to develop and increase action verb using video.

2. Practically

As practically the research can be used to motivate the students in learning English especially action verb and to inform the school about importance of interesting median teaching English especially short video.

G. Scope of the Research

The scope of the research can be described as follows:

1. Subject of the research

The subject of the research was the students of the eighth grade at SMPN 3 Ketapang South of Lampung in the academic year 2019/2020.

2. Object of the research

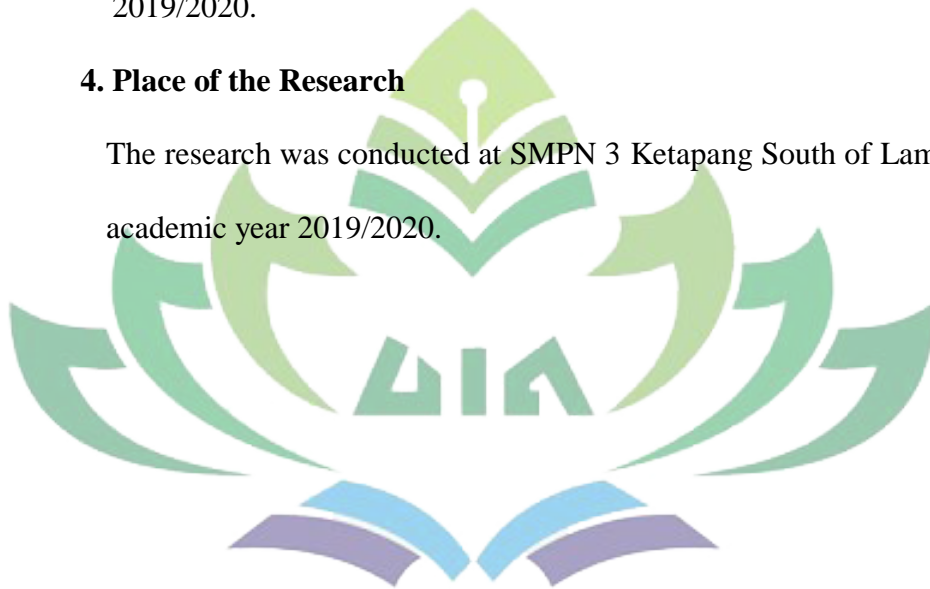
The object of research was the use of short video towards students' action verb mastery at the second semester of the eighth grade of SMPN 3 Ketapang South of Lampung in the academic year 2019/2020.

3. Time of the Research

The research was conducted on the second semester of the eighth grade of SMPN 3 Ketapang South of Lampung in the academic year 2019/2020.

4. Place of the Research

The research was conducted at SMPN 3 Ketapang South of Lampung the academic year 2019/2020.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Vocabulary

1. Definition of vocabulary

Vocabulary is one of the language aspects which should be learn. Learning vocabulary is important because we are able to speak, write, and listen nicely we have to know vocabulary first. Generally, vocabulary can be defined as a list of words with their meanings, especially at the back of a book used for teaching a foreign language. In other words, vocabulary is always related to the words and dictionary.

A similar statement stated by Hatch and Brown the term of vocabulary refers to a list or set of words for a particular language or a list or set of words that individual speakers of language might use. As what Hatch and Brown said vocabulary is a list of words.¹⁷ It means that there are more than one words used by the speaker of a certain language. Vocabulary also refers to a group of words used by a person as a means of communication.

Vocabulary is very important so it cannot be separated from language. Nunan has defined vocabulary is a collection of target in the foreign language.¹⁸ Penny also said that vocabulary in general as words we teach in

¹⁷ Hatch, Eveyn, and Cheryl Brown, *Op. Cit.*, p.15

¹⁸David Nunan. 1991, *Language Teaching Methodology a Text Book for Teacher*, Prentice Hall: New York, Page. 101

the foreign language.¹⁹ It means vocabulary is all the words which exist in a particular language or subject. The words in vocabulary do not come from the students' native language. It is a set of words from second or foreign language that is being learned by students.

Hornby agrees that vocabulary is the total number of words in a language; all the word known to a person or used in particular book: subject : a list of words with their meaning especially one that accompanies a textbook.²⁰ Vacca also said that vocabulary is unique to the content area as fingerprints are to a human being, because vocabulary is very important in language and a sign where our ability to master grammar.²¹ Richards and Renandya even revealed that vocabulary is a core component of language proficiency and provides many bases for students who speak, listen, read, and write.²² Kufaishi found that true when he proposed that vocabulary is a vehicle for thought, self-expression, interpretation, and communication.²³ It proves that vocabulary is very important component of English language learning words, but it is actually much more than that. It is also about learning chunks and finding words inside them.

¹⁹ Ur, Penny. 2009. *A Course in Language Teaching: Practice and Theory*. Cambridge: Cambridge University Press, Page.60

²⁰ Hornby, AS, *Oxford Advance Learned Dictionary of Current English*, (Oxford: Oxford University Press, 1995), p. 1331

²¹ Vacca, Richard T and Jo Anne L. Vacca. 1999. Content area reading: Literacy and learning across the curriculum. USA : Addison-Wesley Educational Publisher Inc, p. 314

²² Richard J.C, and Renandya W.A. 2002. *Metgodology in Language Teaching*, New York: Cambridge University Press, p. 225

²³ Kufaishi, Adil. 1998. A Vocabulary Building Program is a Necessity not a Luxury. United States Information Agency, Page. 47

From all definitions above, it can be concluded that vocabulary is a word that is related in a language with a series of words that have meaning and are used to communicate. Therefore, it is needed to be emphasized that vocabulary is the knowledge of words and word meanings. This is a very important element to improve one's English language proficiency.

2. Kinds of Vocabulary

There are some of various vocabularies that are a vocabulary means both a list of words and the range of words known by any one person. According to Judy, there are four types of vocabulary; these are:²⁴

- a) A read Vocabulary; it is a passive vocabulary. It means that the words understood by the readers when they reading a written text. They also understand a words spelling, meaning and the exact meaning in its context.
- b) Listening Vocabulary; it is also a passive type of vocabulary. The listener is able to link the words being spoken to their meaning. Listening vocabulary are the words that listeners hear and understand.
- c) Speaking vocabulary is vocabulary that speakers use when we speak.
- d) Writing vocabulary is the words we can retrieve when writers write to express themselves.

²⁴ Judy, W., 2007, *Teaching Brain To Read: Strategy For Improving Fluency, Vocabulary, And Comprhension*, Alexandria: Association for Supervision and Curriculum Development (ASCD).

There are two types of vocabulary based on Hatch and Brown in Alqahtani stated that there are two kinds of vocabulary namely receptive vocabulary and productive vocabulary.²⁵

- a) Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce.
- b) Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing.

The status of vocabulary items is not permanent because if active words are not frequently used, they may slip into the passive store and passive word may become active as well. Thus, a word is passive or active depends on how students apply the words in practice. The application of the words itself is the manifestation of students' memorization of words.

Learning vocabulary is the important thing, like Schmitt argues that vocabulary is a basis of the language; it is very important to be mastered first.²⁶ People cannot speak well and understand written materials if people do not master it. He added that no matter how successfully the sound of the foreign language is mastered, without words to express the wider range of meanings, communication in a foreign language just cannot happen in any meaningful way.

Vocabulary is very important for us to use language, without vocabulary we cannot develop the language skills namely, listening, speaking,

²⁵Alqahtani, Mofareh. 2015. *The importance of vocabulary in language learning and how to be taught*. International Journal of Teaching and Education., p. 25

²⁶ Schmitt, *Researching Vocabulary: A vocabulary research manual*, (2010), London: Palgrave Macmillan.

reading, writing, and translating. Hornby states that vocabulary is the total number of words which make a language.²⁷ It means vocabulary is the key to understand foreign language. Vocabulary is basic to learn a language and make communication to each other fluently, it is impossible to learn language without vocabulary. It is also supported by Cameron's statement that vocabulary is fundamental to using the foreign language as discourse.²⁸

Vocabulary is one of the components of language and that no language exists without words. Words are sign or symbol for ideas, they are meaning by which people exchange their thought. Vocabulary is the list of words that make the sentence on language and it is used as the means of communication in learning a language with automatically in valve the vocabulary or lexicon.

Thus, from the explanation above the researcher concludes that vocabulary is a list of words with their meaning used for communication in a certain language, in this case English.

English words have been traditionally classified into some categories or parts of speech and are still done so in most dictionaries as follows:

a. Noun

It is one of most important part of speech. It is arrangement with the verb helps to form the sentence core which is essential to every complete sentence. It could be the name of person, place, thing or idea.

Example: It is a chair.

²⁷ Hornby, AS, .*Op. Cit*, p.95

²⁸Lyne Cameron. 2001. *Teaching Language to young Learners*. The united kingdom: cambridge university press, Page.95

b. Verb

It is the word which expresses an action or a help to make a statement.

Example: She eats yogurt every morning.

c. Adjective

It is the word used to qualify noun or pronoun.

Example: The young man lives in an old house.

d. Adverb

It is a word used for qualifying the meaning of verb, adjective, or another adverb.

Example: They walk quickly but orderly in the field.

e. Conjunction

It is a word used to relate one word to another one, or one sentence to another one.

Example: I have to call him before he goes.

f. Pronoun

It is the word which can take the place of a noun.

Example: He is my husband.

g. Interjection

It is a word put into a sentence to express a sudden feeling of mind or emotion.

Example: Ouch, it is hurt!

Based on all statements above, the researcher concludes that vocabulary is important system on a language. One can communicate with

others if he masters adequate vocabulary. One who will learn language means he or she is trying to learn vocabulary. By mastering a lot of vocabulary one can express his or her ideas and feeling more effectively. So, the researchers concluded that only focus on word meaning and verb to be taught to students' action verb mastery.

B. Concept of Verb

1. Definition of Verb

The verbs most complex part of speech. Its varying arrangements with noun determine the different kinds of sentences statements, questions, commands, exclamations.²⁹ The verb functions as the grammatical center for the predication about the subject. It may be the strongest predicting word in the central core of the sentences. The verb is so basic that other functions (subject, object, complement) are determined in relation to it.³⁰ Verbs are the dynamic element in sentences and clauses. They provide the move mentor action or a sense of what is happening.³¹ It means that verb is main part in a sentence to express the predication of subject.

2. Types of verb

There are various types of the verbs to the kind of complement they may have, they are:³²

²⁹Marcella Frank, *Modern English, A practical Reference Guide* (New York: Prentice Hall, INC. Englewood Cliffs, 1971), p. 47

³⁰Ibid, 51-52

³¹Peter Knapp and Megan Watkins, *Genre, Text, Grammar, Technologies for Teaching and Assessing Writing*(Australia:AUNSWPress,2005) p.68

³²Marcella frank, Op. Cit, p.47

a. Linking Verb

A linking verb adds details about the subject of a sentence. In its simplest form, it connects the subject and the complement — that is, the words that follow the linking verb. It creates a link between them instead of showing action. Often, what is on each side of a linking verb is equivalent; the complement redefines or restates the subject.

Generally, linking verbs are called '*be*' *verbs* which are - *am, is, are, was, were*. However, there are some other verbs which can work as linking verbs. Those verbs are: *Act, feel, remain, appear, become, seem, smell, sound, grow, look, prove, stay, taste, turn*. Some verbs in this list can also be action verbs. To figure out if they are linking verbs, you should try replacing them with forms of the *be verbs*. If the changed sentence makes sense, that verb is a linking verb.

Example:

She appears ready for the game. (She is ready for the game.)

The food seemed delicious. (The food was delicious.)

You look happy. (You are happy.)

b. Action verbs

Action verbs indicate what the subject of a sentence performs. Action verbs can make the listener/reader feel emotions, see scenes more vividly and accurately. Action verbs can be *transitive* or *intransitive*.

- **Transitive verbs** must have a direct object. A transitive verb demands something/someone to be acted upon.

Example:

I painted the car. (The verb 'paint' demands an object to be painted)

She is reading the newspaper. (The verb 'read' asks the question "what is she reading?" – the answer is the object)

- **Intransitive verbs** do not act upon anything. They may be followed by an adjective, adverb, preposition, or another part of speech.

Example:

She smiled. (The verb 'smile' cannot have any object since the action of 'smiling' does not fall upon anything/anyone)

I wake up at 6 AM. (No object is needed for this verb)

c. Finite or Non-finite verb

Finite verbs are the actual verbs which are called the roots of sentences. It is a form of a verb that is performed by or refers to a subject and uses one of the twelve forms of tense and changes according to the number/person of the subject.

Example:

- Alex went to school. (Subject – Alex – performed the action in the past. This information is evident only by the verb 'went'.)
- Robert plays hockey.

- He is playing for Australia.
- He is one of the best players. (Here, the verb 'is' directly refers to the subject itself.)

Non-finite Verbs are not actual verbs. They do not work as verbs in the sentence rather they work as nouns, adjectives, adverbs, etc. Non-finite verbs do not change according to the number/person of the subject because these verbs, also called verbals, do not have any direct relation to the subject. Sometimes they become the subject themselves. The forms of non-finite verbs are – infinitive, gerund, and participle (participles become finite verbs when they take auxiliary verbs.)

Example:

- Alex went abroad to play (Infinitives)
- Playing cricket is his only job. (Present participle)
- I have a broken bat. (Past participle)
- Walking is a good habit. (Gerund)

Different types of verbs are used, depending on the purpose of the text. The researcher could feature action verbs (the traditional doing words), mental verbs (words that express feeling or thinking), or rational verbs (which set up relationships between one thing and another thing or state or attribute).

3. Concept of Action Verb

a) Definition of action verb

Action verb is type of verb. An action verb is a verb that the subject can do. Risdiyanto states action verb is verb indicates an action done by subject.³³ Most grammar experts define that verb is an action word that shows action. The reason that verb indicates an action that is performed by subject. Where is not all verb show an action. There is also verbs that show a condition of subject. Verbs that express an action by subject is called action verb, while verb express conditional of subject is called state verb, or called verb be. For example:

Action verb: - Hasan *plays* football everyday
 - Sinta *works* very hard in his office.

Verb be: - The secretary *is* smart and beautiful
 - His family *was* very happy³⁴

b) Characteristics of an Action Verb

There are some characteristic of an action verb as follows:

1. An action verb may be used to refer to a thought: “Dolly thought about project. She wanted a good reward.”

³³ Faizal Risdiyanto, *Contextual English Grammar*, Salatiga : STAIN salatiga PRESS. 2010. Page.7

³⁴ Ibid, p. 8

2. An action verb can be used in the present, past, or future tense:
 “The tiger runs very fast.” “The tiger ran through our courtyard.” “The tiger will run through the forest.”
3. An action verb can be used with helping verbs: “Will you ride with me to football practice?”³⁵

c) Types of action Verbs

The following types of Action Verb and non-action Verbs:

1. Types Action Verb

- a) **Activities** are verbs that show an activity performed by the subject. Some examples of action verbs include: (Play, Study, Walk, Run, etc.). Example of sentences: *Rifki eats two apples at canteen.*
- b) **Process** is a verb that shows a process of the subject. Some examples of action verbs include: (Change, Melt, Grow, etc.). Example of sentences: *My roses grow fast.*
- c) **Momentary** is a verb that indicates an event that lasts only briefly and usually unplanned. Some examples of action verbs include: (Knock, Hit, Jump, etc.). Example of sentences: *Faiz jumps with his foot.*

2. Types Non-Action Verbs

³⁵Action Verb, <https://literarydevuces.net/action-verb/>. (25 november 2019). 02.00 WIB

- a) **Emotions** are verbs that show the emotion of the subject. Examples of emotions include: (Love, Like, Dislike, Hate, etc.). Example of sentences: *My father likes apple.*
- b) **Mental States** is a verb that shows what is thought by the subject. Examples of mental states include: (Agree, Remember, Know, Think, etc.). Example of sentences: *I know with your decision.*
- c) **Senses or Appearance** is said the work done by the subject through the five senses. Examples of Senses or Appearance include: (See, Hear, Smell, Sound, Taste, etc.). Example of sentences: *I can't taste your chocolate.*
- d) **Need and Preference** is a verb that shows a desire or need for the subject. Example stative verbs are: (Want, Need, Wish, Desire, etc.). Example of sentence: *I wish to get a dress. (Saya mengharapakan untuk mendapatkan sebuah gaun)*
- e) **Possession** is a verb that shows ownership of a subject to an object. Some Example stative verbs are: (Have, Own, Possess, etc.). Example of sentences: *Khuldi and Ujang have some apples in the bag.*
- f) **Measurement** is a verb that indicates a size or something that can be counted. Example stative verbs are: (Bowling, Cost, Weight, etc.). Example of sentences: *She owes me five*

*thousand rupiah. (Dia berhutang padaku lima ribu rupiah).*³⁶

C. Concept of Action Verb Mastery

Mastering action verb not only memorize every words but also know the meaning in order we can use every word in a good language. Verb is action. Verb is a part of speech which is used to express an action or an existence. It should be noted that the concept of verb is very essential in the discussion of English sentence.³⁷ English verb can divided into two types like action verbs and non-action verbs. Action Verbs are used to tell what someone or something does, physically (I read) or mentally (I think).³⁸ Meanwhile, Non-Action Verbs are those indicating possession (e.g. belong, have, posses, own), mental states (e.g. believe, doubt, imagine, know, mean, recognize, remember, suppose, think/believe, understand, wonder), senses (e.g. appear, feel, hear, look/appear, see, smell, taste), and emotion (e.g. appreciate, desire, dislike, hate, like, love).³⁹

Action verbs are basic for students to make simple sentences. Action verbs are verbs that specifically describe what the subject of the sentence is doing. The power of the action verb lies in the meaning and intention that

³⁶Ibid, Action Verb. 25 november 2019. 02.00 WIB

³⁷Dedi Irwansyah, *Structure Course Material I*, State Institute for Islamic Studies (IAIN) Metro, Lampung, (2013). Page. 5-6.

³⁸*Ibid.* Page. 25.

³⁹Dedi Irwansyah, *Structure and Grammar VI*, State Institute for Islamic Studies (IAIN) Metro, Lampung(2014).Page. 46.

they contain and how they bring direction and force to the sentence. Non Action Verbs are verbs for things which are not active. In Non Action Verb we cannot use progressive-ing. Non Action Verb indicates state, sense, desire, possession, or opinion. Ex: Need, seem, know, have, want, look, etc.⁴⁰

Action verbs refers to the traditional notion of verb as “doing word”, that is verbs that refer to concrete actions and can be identified by the question, “Can this verb be done?” Action verbs are common in spoken language and are there for common in the writing of younger students, particularly in writing that refers to concrete events, people or things in the world. Action verbs predominantly occur in texts where action so behavior are being described and/or recounted.

Action verbs are also known as dynamic verb. They in dictate activities, processes, momentary actions or physical condition sand also include mental actions. The following are example of action verb:

- a. Action verbs show activity: eat, listen, play, walk work.
- b. Action verbs show process: change, grow, melt, shorten, widen.
- c. Action verbs show momentary actions: hit, jump, knock
- d. Action verbs show mental actions: think, wonder, guess

Most action verbs can be categories transitive or intransitive. Transitive verbs are the verbs that are followed by a direct to Object. For example, *He kicked the ball* .In the sentence the object is *ball* as a

⁴⁰Narius Done and Hermayani Dian Sri, “Teaching Action Verbs Through Collocation Practice at the 7th Grade of Junior High School Students”, *Journal Of English Language Teaching*, Vol. 1 No. 2, (2013).Page. 149-150.

complement to the verb *kicked*. While intransitive verbs are the verbs that do not need a direct object to complete their meaning. For example, *the dog barked*.

Action verbs also can be categorized into regular and irregular verbs. Regular verbs are the verbs whose conjugation follows an irregular pattern. In English, most regular verbs form their past tense and past participle by adding -ed to their base form. Irregular verbs are the verbs that follow an irregular conjugation pattern. Their past tense and past participle take a completely different form. The following are the examples of regular verbs and irregular verbs.⁴¹

Table 2
The Example of Regular and Irregular Verbs


| Action Verb | Base | Past | Past Participle |
|------------------------|-------|--------|-----------------|
| Regular Verbs | Talk | Talked | Talked |
| | Walk | Walked | Walked |
| | Show | Showed | Showed |
| Irregular Verbs | Run | Run | Run |
| | Drink | Drank | Drunk |
| | Eat | Ate | Eaten |

The verbs there are various verbs, among others: Transitive and Intransitive Verb, Regular and Irregular Verb, Action and Non-Action Verb,

⁴¹“What are Action Verbs”(On-line), available in: <http://pediaa.com/what-are-action-verbs/>(January19,2016).

Finite and Non-Finite Verb, Linking Verb, Causative Verb. One of them is to be discussed in this article are action and non-action verb.

Action verb are a good way to describe transferable skill that you have developed. Transferable skills can transfer from one job or occupation to another. Listed below are action verb that describe skills that employers most desire according to the National Association of Collages and Employers. Action verb mastery has some skill categories to maximize the ability of students in action verb mastery. There are 9 action verbs by skill categories as follows:⁴²

- 
- a. Communication/People Skill
 - b. Creative Skill
 - c. Data/financial
 - d. Helping skill
 - e. Management/leadership
 - f. Organizational skill
 - g. Research skill
 - h. Teaching skill
 - i. Technical skill

Based on statement above, the researcher has conclusion that learning action verb can be success if teacher are able to make students spirit to learning action verb, catch the words and the meaning easily, and

⁴²Career and Professional Readiness Center, *Action Verbs by skill categories*, www.sbu.edu/cprc. (21 November 2019. 18:18 WIB)

understand every word. Action Verb mastery can be defined as great skill or knowledge about the stock of words of a language in alphabetical order.

D. Text

The text is a form of language processed and understood. A text can be any meaning-producing event, be it a book, a film, an advertisement, a phone conversation and so on.⁴³ It means that it is something that related to language. It can be a result of printed or audio-visual. It considered that every product of art must be involved language. It means, it can entertain or give information to the reader. Then a text also aimed for commercial. In short, it is an art that involves language in form or printed or audio-visual.

In addition, text is a unit of language above the sentence.⁴⁴ That's because, it usually more complex than sentence. It consists of composition of some sentences. It is next step by making sentence. In a text, there is a component of sentences. Then, in making a text the writer must be able in choosing word position of the sentences. Indeed, it is something that shaped in the language and more complex than sentences.

Moreover, text is produced and interpreted between two people in certain context, because human beings use language to communicate

⁴³Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies For Teaching And Assessing Writing*, (Sydney: University of New South Wales , 2005), P. 13

⁴⁴ Huang, Guowen, *Theory and Practice of Discourse Analysis*, (Shanghai: Foreign Language Education Press, 2001), P.3

with other.⁴⁵ It also can be medium to communication with others. Communication with text ignites every person's feeling. In addition, text communication will make a person become self-active than they are able to meet directly. When someone with introvert personality, it will help them to express their feeling to others. In short, it is a tool of language to communicate with other. From the explanation above, researcher concluded that text is a form of language that is up level than sentence to communicate each other.

1. Types of Text

There are thirteen types of text according to Gerot. Here's an explanation as follows :

1. Spoof

Spoof is a text to retell an event with a humorous twist.

2. Recount

Recount is a text to retell events for the purpose of informing or entertaining.

3. Reports

Recount is a text to describe the way things are with reference to arrange of natural, man made and social phenomena in our environment.

4. Analytical Exposition

⁴⁵ Lihong Shen, "Context and Text, Theory and Practice in Language Studies".

Analytical exposition is text to persuade the reader or listener that something in case.

5. News Item

News item is a text to inform readers, listeners or viewers about events of the day which are considered newsworthy or important.

6. Anecdote

Anecdote is a text to share with others an account of an unusual or amusing incident.

7. Narrative

Narrative is text to amuse, entertain and to deal with actual or vicarious experience in different ways.

8. Procedure

Procedure is text to describe how something is accomplished through a sequence of actions or steps.

9. Description

Description text is a text to describe a particular person, place or thing.

10. Hortatory Explanation

Hortatory explanation text is a text to produce the reader or listener that something should or should not be case.

11. Explanation

Explanation text is a text to explain the process involved in the formation or working of natural or socio cultural phenomena.

12. Discussion

Discussion text is a text to present (at least) two points of view about an issue.

13. Reviews

Reviews text is a text to critique an art work or event for a public audience.⁴⁶

From kinds of text above, researcher chose narrative text in this research. Since students had some problems in identifying the topic, main idea, grammar, detail information and vocabulary in the context on narrative text. In addition, according to the syllabus of second semester in eighth grade at SMP Negeri 3 Ketapang South Lampung, narrative text included in it.

2. Concept of Narrative Text

According to Means and Linder states that Narrative text is the story, whereas dialogue, action, introspection, and description show the story.⁴⁷ It focused on explaining the details of story through narration. Then, it is completed by dialog of characters in it. And action to make it story feels challenging to readers. While introspection, it usually available at the end story. It is make the ending story clearly and give a

⁴⁶ Linda Gerot, *et al.*, *Marketing Sense of Functional Grammar* (Queensland: Antipodean Education Enterprises. 1995). P. 192-205

⁴⁷ Beth Means, Lindy Linder, *Teaching Writing in Middle School*, (Englewood: Teacher Ideas Press, 1998), P. 147

description about life of characters in the story. In brief, narrative text is a text that explained a story through sentences includes conversation of the characters, what they doing, and present a message of introspective on the story.

In addition, a narrative text is a storyteller's presentation of a sequence of events that happened to a set of characters.⁴⁸ It contains the sentence in the form of an explanation of a thing, by telling a detailed event in a certain time series. Whether it explains someone, place, time and etc. It tells complex events or often very complex in certain time. It usually full of writer's imagination because the goal is to entertain readers. Indeed, it means that narrative text is a story from some events of some characters to entertain the readers.

Moreover, Narrative text is terms of the recounting of a series of events and the establishing of some (causal/temporal) relation between them.⁴⁹ In it there are events or events in a time sequence, in which the characters in it interact in various conflicts that occur. There are three elements; events, emergence of characters, and conflict or problem that must be related to one each other. It was results from imagination a writer then become a story. It usually starts from introduction of problem in a story and there is a solution at the end. Thus, narrative is a collection of events that have problems until it become a story.

⁴⁸ Robert Scholes and Robert Kellongg, *The Nature of Narrative*, (Oxford: Oxford University Press, 1966), P. 4

⁴⁹ Andrew Tennett and Nicholas Royle, *An Indroduction to Literature, Criticism and Theory* (3rd Edition), (Britain: Pearson longman, 2004), P. 293

To sum up the simplest way to define narrative is as a series of events in a specific order – with a beginning, a middle and an end.⁵⁰ It means that narrative text have some parts to make a story. In beginning, it is time to introducing the condition or situation and character of the text. And then, a middle is part of problems or events that happening in the story. And an end, it is part of resolution to solve the problems or conflict in it. In short, narrative text is a text with three part order by introducing, telling, and solving the matter.

From the theories above, researcher conclude that Narrative text is a story formed from the scene of events that is beginning, the middle, and the end by author's imagination.

a. Social Function of Narrative Text

Knapp and Watkins wrote about function of Narrative text. They state that it has a powerful social role beyond that of being a medium for entertainment. It is also a powerful medium for changing social opinions and attitudes.⁵¹ It means narrative doesn't only for entertain but there is moral view or moral lesson. Authors usually insert positive messages at the end of story. It's expected to make an impression for readers. Thus, we can learn from the story and that expected to be applied in real life.

b. Generic Structure of Narrative Text

There are generic structures of narrative text:

⁵⁰ *Ibid* . P. 53

⁵¹ Peter Knapp And Megan Watkinns, *Op. Cit.*, Page. 220-221

1. *Exposition /Orientation*: characters and setting, as well as a conflict or problem, are introduced.
2. *Rising action /Complication*: the conflict intensifies, building toward a crisis.
3. *Crisis / Climax*: the conflict comes to a head. The point of maximum tension, after which subsequent events seem inevitable. The conflict or problem is either resolved or revealed to be unresolvable.
4. *Falling action / Resolution*: the denouement (from the French for “untying”) offers a resolution, either smoothing remaining entanglements to establish a new status quo or revealing the full extent of the catastrophe.⁵²

c. Language features of Narrative Text

The language features of narrative text typically uses:

1. Action verbs; for example, went, collecting, heard, got, and etc.
2. Temporal connectives; for example, then, after, and etc.
3. Narrative is typically written in the past tense.
4. In action sequences, mainly action verb (bold) are used, while in reflection/evaluation, mental verbs (italicized) predominate; for example, Bells **were ringing**, sirens screeching and people **were running** everywhere. Maria *didn't know* what to do next. She *thought* about her mother and *wondered* what was in her head.

⁵²Judith Ferster, *Arguing through Literature : A Thematic Anthology and Guide*, (California : Higher Education, 2005), P. 46

5. Narratives often use action verb metaphorically to create particular effects; for example, riding. The boy went riding across the wintry moor. Play with sentence structure is another common feature of narratives.⁵³

3. Types of Narrative Text

Narratives include different types, or genres, that can vary somewhat from this basic story grammar template. These include realistic fiction, fantasy, fairytales, folktales, mysteries, humor, historical fiction, plays, real-life adventures and fables.⁵⁴

1. Realistic fiction is detail about the way that people might live in the future, predicting in a creative and imaginative way how technology might advance.
2. Fantasy is a basic chronological narrative set in a fantasy world but some fantasy narratives extend the „fantastic“ element to the structure as well.
3. Fairytales is a chronological order, where events retell what happened to a main character that came into contact with the “Fairy world”.
4. Folktales is the stories served an original purpose of passing on traditional knowledge or sharing cultural beliefs.

⁵³ Peter Knapp, Megan Watkins, *Op. Cit.*, Pp. 221-222

⁵⁴ Jannette K. Klingner, Sharon Vaughn, Alison Boarman, *Teaching Reading Comprehension to Students with Difficult Learning*, (New York :The Guilford Press, 2007), P. 77

5. Mystery is a story that focuses on knowing what is going to happen and then reading about it happening can add to the suspense.
6. Humor is retelling an event with a humor twist.
7. Historical fiction is about something that has already happened in the past so a series of events is usually the underlying structure.
8. Play is a story to have a deliberate effect on the viewer/listener/reader with script.
9. Real-life adventure is retelling of a series of exciting events leading to a high impact resolution.
10. Fables are short stories with a typical story grammar but with the addition of a moral.⁵⁵

Based on the theory above, the researcher decided to focus on fable text. The reason is fable one of type of narrative text that available on the syllabus of second semester of eighth grade students at SMPN 3 Ketapang South Lampung. It is also compatible with students need. Since students have difficulty on fable.

E. Concept of Media

1. The Definition of Media

According to Sumantri, Media on teaching or learning is a learning device are used by the teacher as mediator to conveyed an instructional materials on teaching and learning process then giving more easily to reached

⁵⁵ Jannette K. Klingner, Sharon Vaughn, Alison Boarman, *Loc. Cit.*

the objective of learning.⁵⁶ So, media is used in teaching learning as a means to convey the instructional materials to reach the objectives more easily. Furthermore, according to Sadiman state his opinion about media: media as means that mediator or deliver the messages or messages sender from the giver to the receiver.⁵⁷ From definition above, media can be defined as a means of communication used to convey the information from giver to the receiver. Related to teaching and learning, media is meant that a means of communication used in the teaching and learning process to convey the information such as teaching materials from the teacher to the students. So, that the students will be more interested in the learning.

2. The Kinds of Media

Many kinds of media have been invented in this modern life. They can be used to help the Teacher convey the materials more easily to the students in teaching and learning process. Arsyad say that media is instructional component including message, person, and tool.⁵⁸ In its development, teaching media have been influenced by the development technology. Arsyad differs the teaching media based on the technology development into some kinds.

The kinds of teaching media will influence the teaching learning process, which can be facilitated the teaching method as the tools to deliver

⁵⁶Mulyani Sumantri, J Permana, 2001, *Strategi Belajar Mengajar*, Bandung: CV: Maulana, Page.153

⁵⁷Arief S. Sadiman. *Media Pembelajaran: Pengertian Pengembangan dan Pemanfaatan*, (Jakarta: PT. Raja Grafindo Persada, 2002) Page.6

⁵⁸Azhar Arsyad. *Media Pembelajaran*, (Jakarta: PT. Raja Grafindo Persada, 2002), P.29

the lesson. The kinds of teaching media can be divided into three categories:

Visual, Audio and Audio visual media as follows:⁵⁹

a. Visual media

Visual media is also called by printing media. Visual media is all kind of media that can be seen or touch by the students. The examples of visual media are: picture, photos, real things, chart, miniatures, text, and cards. Moreover, the characteristic of visual media are: text is read in visual manner, in other hand visual is exceeded based on the room, text and visual show one way communication and receptive, text and visual is shown in tactically, in developing this media depend on the language principle and visual perception, it is oriented to the student's, and the information can be rearrange by the user. There are 13 types of text. Those are: narrative text, recount text, procedure text, report text, analytical exposition text, explanation text, descriptive text, discussion text, news item text, review text, anecdote text, and spoof text.

b. Audio media

Audio media is also called by the listen media. It is usually used to listen and understand the passage. The characteristic of this media is that they show one way communication. The kinds of audio media such as: radio, tape recorder, cassette, compact disc.

c. Audio visual media

⁵⁹*Ibid*, p.3

Audio visual media is media that is audible and visible. Audible means can be heard, and visible means can be seen. Audio visual media has more benefits than others, such as it can visualize the abstract things or Nonverbal vocabularies, to overcome the limitation of place and time, to overcome the limitation of people sense, to attract students' attention, and develop students' knowledge. The audio visual media need mechanic and electronic machines to show the audio and visual messages. It is states in Arsyad that there are some characteristics of audio visual media: linearity, show dynamic visual, can be implemented by using the ways which stated by the maker, as physical representation of real or abstract ideas, it was developed based on behaviorism psychology and cognitive principle, teacher oriented through the low student's interactive involve level. The kinds of this media such as: video, movie, television.

According to Arsyad, it can be concluded that teaching media can be classified into three groups: those are visual media, audio media, and audio visual media.

3. The Advantages of Media

Media is very helpful in teaching language learning. It helps the teacher to motivate the students to learning more seriously with using slice of real life in the classroom and giving the materials more interested and presenting in the classroom with communicative language to students understanding more easily. So, with media

students can enjoy the teaching learning and not bored with materials on teaching learning. Media also provides information such as cultural input which is impossible to be brought its real things in classroom.

According to Celce Murcia states about the advantages of using Media in language learning:

- a. Media serves as an important motivator in the language teaching process.
- b. Audio visual materials provide students with content, meaning, and guidance. They thus create contextualized situation within which language items are presented and practiced.
- c. Media materials can lend authenticity to the classroom situation, reinforcing for students the direct relation between the language classroom and the outside world.
- d. Media provides a way of addressing the needs of both visual and auditory learners.
- e. By bringing media into the classroom, teachers can expose their students to multiple input sources.
- f. Media helps students call up existing schemata and therefore maximize their use of prior background knowledge in the language learning process.

g. Media provides a means of presenting material in a time-efficient and compact manner, and of stimulating students' senses, thereby helping them to process information more readily.⁶⁰

F. Short Video as Teaching Media

a. Definition of Video

Video is defined as the technology of electronically capturing, recording, processing, storing, transmitting, and reconstructing a sequence of still images representing scenes in motion. Hoffner states that video is a technology that was developed to help individuals with visual impairments enjoy films and television programs. According to Jeremy "The use of videotapes has been a common feature in language teaching for many years. It is rare, these days, for a publisher to produce a major course book without a video component added in, and teachers frequently enliven their classes with off-air material or tapes produced for language learning."⁶¹ There are many functions of video, one of them is for education.⁶²

Video is a selection and sequence of messages in audio-visual context.⁶³ Video shows them how people behave in the culture whose language they are learning by bringing into the classroom a wide range of

⁶⁰Celce, Murcia. 2003. *Discourse and Context in Language Teaching*. New York: University of Cambridge, P. 461

⁶¹ Jeremy harmer. *The Practice of English language teaching*. (England: Pearson Longman. 2001). P. 282

⁶²Hoffner, H,dkk., 2008. Lights, Cameras, Pencils! Using Descriptive Video to Enhance Writing. *The Reading Teacher*, Vol 61(7), Pages. 576-579

⁶³ Canning, C., 2000. Current Theory on the Use of Video as An Educational Medium on Instruction. *The Internet TESL Journal*, vol 5, p. (11).

communicative situations. Video consists of audio and visual. Djamarah and Zainin Safitri say that audio-visual is the complete media.⁶⁴ Because both audio and visual are used in the class, for example : television, films, video, etc. According Susan, video can help students in 4 ways; through motivation, through communication, through non-verbal and through cross-cultural comparison.⁶⁵

In conclusion, video is a tool using in recording, reproducing, or broadcasting of moving visual images. Video consist of audio and visual and can be used in teaching and learning process.

b. Kinds of Video

Commonly, according to Jane Sherman, there are some kinds of videos, such as:⁶⁶

1) Video drama Stories

Video drama here means everything which tells a story about fictional character. Of course, much film drama is set in a fantasy world where the people are rich and white, the man are heroic and the women beautiful, boy-meets-girl ends in true love, and criminals are brought snarling to justice after elaborate car chases.

2) True stories

⁶⁴ Safitri, I., 2010. *Teaching Writing Skill through Audio-Visual*. Bogor: University of IBN Khaldun Bogor-Indonesia

⁶⁵ ⁶⁵ Susan Stempleski and Barry Tomalin, *Video in Action*, New York : Prentice Hall, 1990, Page.3-4

⁶⁶ Jane Sherman. 2003. *Using Authentic Video in the Language Classroom*. New York: Cambridge University Press, page.12

There is no clear dividing line between fact and fiction in feature films but some films do claim to be about real-life event and try to reflect the awkwardness of reality, with its ambiguous and unpredictable events, complex social scenery and long unromantic time spans. They are particularly useful in projects since they often center on a theme or issue and have vivid historical, social or geographical setting.

Based on Jane Sherman there are two main types of true stories:

1) History films

These in particular have to establish a complex background very rapidly at the beginning (remember those historical parchment summaries scrolling up at the beginning of old history films). Most history films involve military or political battles and a lot of moving around.

2) Biographical films

Films about relatively ordinary people invite comparison with oneself in all possible ways (lifestyle, other people's shoes, turning points follow-up).

3) Short video

Short is measuring or covering a small length or distance. According Jane video is a machine which can be linked to the television set to record TV programs they are broadcast. Video in management training most probably means a video camera which

plugs into a video recorder and records into videotape say that in dramas or movies, video means everything which tells a story about fictional character.⁶⁷ From both definitions, the researcher concludes that a short video is any film or video not long enough to be considered a feature film. Short video can helps them to plays their imagination based on the words and pictures. There are many kinds of short video like cartoon, animated short video, narrative short video and another. Cartoon short video likes Tom and Jerry, animated short video likes naruto and narrative short video likes Cinderella, Snow white and so on.

In general, short video is defined as the picture that appear and can move. An short video or animated video is one in which puppets or drawing appear to move. Short video should be suitable for children and improve their motivation in learning narrative structure.⁶⁸ Usually, almost all children like story. It means short video made them enjoyable and fun in learning foreign language. Meanwhile, Brown, Lewis termed it as a collection film or video prepared through the pictures that produce the illusion of movement when projected.⁶⁹ It means short videos are videos that show the illusion of motion and

⁶⁷Jane Sherman. *Op. Cit* .p.12

⁶⁸Mansur Hidayat, *The Implementation Of Using Short Video Stories To Increase Students Understanding In learning Narrative Structure In Seventh Grade Of MTs SA PancasilaSalatiga Academic Years Of 2012/2013*, Thesis in English Education DepartementofState Islamic Studies Institute Salatiga, 2013..

⁶⁹Brown, dkk.AV *Instruction Technology, Media, and Methods*. 1977. USA: McGraw.hill,inch. Page 232.

interesting images so that someone watching can feel what is in the video.

The use of short video is expected to improve students' motivation to understand the vocabulary. According to Dahar the use animated video as media of information relevant to the processing model which is divided into eight phase, they are phase of motivation, recognition, acquisition, retention, dialing, transfer, giving, responses, up to reinforcement.⁷⁰ It mean animated video like a short video, because short video qualify as a medium that since the beginning can help to motivate students to learn until get to the stage reinforcement, which is expected after watching the short video, feedback can be carried with maximum results. The use short video has grown into the realm of learning as medium that supports student achievement.

4) Long video

Long video is film or video has duration about an hour or more. It's like box office movie, Hollywood, action movie and so on. Long video is a descriptive term for a type of video content that has a content arc with a beginning, middle, and end which in its entirety typically lasts longer than 10 minutes. If the content is ad supported, it typically contains breaks (mid-roll).⁷¹

c. The Advantages and Disadvantages of Video

1. The advantages of video

⁷⁰Dahar, 1996.*Teori –teori Bealajar*. Jakarta: Erlangga.

⁷¹Suherman Jane. *Op. Cit* .p.18

Video has many advantages in classroom. Cakir describes advantages of video are as below:

- 1) Video is as enhancement of students' interest in study.
- 2) Video can be used as a facet of instruction along teaching learning process.
- 3) Video can contribute the students' learning about how to handle different kind of information (oral, written, visual) at the same time.
- 4) Video can allows learners view a power point presentation, images, discuss in oral and written form, searching on the internet, and prepare a short report in a single session through audio and visual.
- 5) Video session, students can also learn how to think strategically and work collaboratively.⁷²

2. The disadvantages of video :

Beside the advantages above, there are also many disadvantages of using video in teaching, such as:

1. Video uses modern technology like computer and many teachers are scare to use the technology because they cannot use it.
2. To handle it, the teachers must improve their ability in technology because students learn in digital era now.

⁷²Cakir, I., 2006. *The Use of Video as An Audio-Visual Material in Foreign Language Teaching Classroom*. The Turkish Online Journal of Educational Technology, vol 5(4)., P.12

3. The students just focus on watching video in classroom. This condition can make the activity be passive.⁷³

In short condition, there are many advantages and disadvantages of using video in teaching and learning. So that, the teacher must use media to grab the students' attention and minimize the bad effect of video.

G. Concept of Flipped classroom strategy

Flipped classroom is a concept of pedagogy that substitutes the format of standard lecture-in-class with an opportunity to find out other concepts and to review materials from outside of classroom.⁷⁴ Basically, the term of “flip” is taken from the concept that a usual classroom is historically a place where the material delivery is done through some types of lecture format. In that of classroom, the students are normally given homework assignments to take and do outside of class on their own. The following idea on “flips” such typical classroom in which most of the content is now gained outside of classroom on their own, as homework exercises, and problems are worked through collaboration during class.⁷⁵

According Kachka Flipped classroom is actually a place to overcome problems, to enhance concepts, and to get engaged in

⁷³Ibid . p.9

⁷⁴ M. Amin Embi. *Blended & Flipped Learning: Case Studies In Malaysia* HEIs, 2014. Selangor: Centre for teaching & learning Technologies, Universiti kebangsaan Malaysia. p. 198

⁷⁵ ibid. p.205

collaborative learning.⁷⁶ Whereas Berret states presented the flipped learning idea in the classrooms of higher education level and how it can advance traditional lecture along with student learning. He also emphasized that flipping is related to the inversion of expectations in correlation to the traditional college lectures.⁷⁷

Furthermore, Overmyer stated the flipped classroom model is the whole classroom or homework paradigm is flipped through infusing the technology, thus, the interaction in the classroom could be maximized.⁷⁸ It rearranges how time is spent both in and out class to shift the learning that should be learned. Moreover, the flipped classroom inverts teaching methods, delivering instruction online outside of class and moving homework into the classroom.⁷⁹ It is a form of blended learning where learners were asked to view short e-learning at home or on their own time, and prepared them for the next meeting which will be discussed in group.

Delozier and Rhodes defined the flipped classroom as the teaching practice of teachers occurs by assigning lectures outside of class and devoting class time to a variety of learning activities. In this practice, students are responsible for reviewing all prepared materials. In this model teachers prepare lessons through videos or any multimedia that the students can view at homes or in any other places by using their tablets or

⁷⁶ Dan Berret. *How 'Flipping' The Classroom Can Improve The Traditional Lecture*. Chronicle of higher education, 2012. Page 16-18

⁷⁷ Kachka. P. *Educator's Voice: What's All This Talk About Flipping*. . Retrieved September 15,2020. From <https://tippie.uiowa.edu/faculty-staff/allcollege/kachka.pdf>.

⁷⁸ Jerry Overmyer, *Flipped Classroom 101*, *Principle Magazine Online*, 2012, p. 46.

⁷⁹ Flipped Learning, *What is Flipped Learning*, Retrieved from http://flippedlearning.org/wpcontent/uploads/2016/07/FLIP_handout_FNL_Web.pdf

smart phones before attending the class, while the time of lecture is advocated for exercises, activities, practices and helping solve home assignments.⁸⁰

According to the definition above the flipped classroom could be concluded as the blending method between the conventional classroom and modern classroom. But the part of traditional method was instructions which was purposed to point the activity should did in class. Then the learners learning by themselves outside the class then perform it individually or cooperatively in class. The function of the teacher was change from the stage to side. It mean the teacher did not gave a full material to the learners, but they would be a facilitator for all learners who got a difficult in the material had been learned.

H. Procedure Teaching Action Verb by Using Short Video

Whereas, in teaching vocabulary to EFL young learners by using flipped classroom approach, the teacher at least is supposed to do these procedures. There are several steps as follows:

- Firstly, the teacher has to make sure that a software “windows movie maker” or as such thing been installed in their PC (Personal Computer).
- Secondly, when it has been installed, the teacher then will write down the script to read from the beginning of video until the end. The content of the script can be talking about kinds of animals, fruits,

⁸⁰ Shereen A. Elian, "The Effect of Using Flipped Classroom Strategy on The Academic Achievement of Fourth Grade Students in Jordan" Vol. 13, No. 2. 2018, Hal 111.

vegetables, or some topics young learners like so much in the efforts of enriching students' vocabulary mastery dealing with the syllabus materials in certain semester.

- Third, the teacher then will prepare the supporting materials to be created in that video. It can be various pictures, clips, illustrating instrumental music, words, quotes, and so forth. Those materials will support the narration uttered by the teacher (narrator).
- The next step is that the teacher will record his or her voice reading the script. When recording is done, he or she then inserts the recorded voice and all supporting materials merged to the video format. The teacher should arrange them all in the right order and appropriate sequence so that the video will be interactive and attractive to students. When been ready, the video can be sent or given to the students. The teacher then ask students to watch the video outside of the classroom (can be at home or somewhere), to figure out the contents or message of the material, and to try to answer the questions if needed. Beforehand, the teacher can instruct the students to make group of two or three depending on the total number of the students in such a class.
- In the next meeting, the students in one group are then asked to come forward per group to deliver their answers related to the questions given in the video. While listening to the students' answers, the teacher will guide and respond them enthusiastically and

interactively. With an interesting and creative activity, the class will be alive and cozy so that students will not hesitate.⁸¹

Beside that, another procedure of flipped classroom strategy to applied the short video in teaching action verb consists of the following steps:

- a. By using youtube, teacher gave a video of case study and set of guiding question related to the video had to be answered by learners the night before the class.
- b. Students were given the first part of the case study to work on apply what they learned in the previous night's video.
- c. After they complete the first part of the case study, a second part of video was shown in class to spur discussion.
- d. This step was continued until the part of video was over.⁸²

Based on these procedures above, the researcher concluded that procedure of teaching action verb by using short video are as follows:

1. The teacher explained about the detail of material narrative text and action verb to the students.
2. The teacher introduced flipped classroom strategy to increased students' vocabulary.
3. The teacher gave a case study short video to discuss before the class.

⁸¹ Choiril Anwar. *Flipped Classroom In Teaching Vocabulary To EFL Young Learners*. Journal English Language Education Department. Universitas Islam Sultan Agung Semarang. Vol.113-114

⁸² Clyde Freeman Herreid and Nancy A. Schiller, "Case Studies and the Flipped Classroom", *Journal of College Science Teaching* 42, no. 5 (2013): 62.

4. The students were divided into group discussions consists 5-6 students and discussed the homework and applied what they had learned in the previous night's short video.
5. Then teacher ask students to write verb every people.
6. The teacher asks students to discuss in each group about difficult meaning of verb based on the video they have watched.
7. The students focused to distinguish between action verb and Non action verb and student to find type of action verb.
8. The teacher discusses the meaning of difficult action verb that they like best to know meaning based on their discussion list and how to pronounce words.
9. The teacher evaluated per meeting about student work, and evaluated student improvement through post-test exercise.

Based on the statement above it can be concluded that teaching by using short video and flipped classroom strategy were matches to be implemented in teaching action verb.

I. Concept of Textbook

1. Definition of textbook

Textbook or course book is term which refers to printed media that is used mostly as guideline in classroom. Salamah argues that textbooks are a set of instructional material used systematically by teachers and students in the classroom as a main resource in teaching and learning activities. It contains some parts of materials, such as grammar,

vocabulary, reading texts, and exercises. It also consist of pictures or other illustrations.⁸³ To sum up, textbook is instructional materials of specific subject or study used in classroom by the teacher or administrator which functioned as the guidance in the teaching-learning process.

In teaching vocabulary, there are so many techniques, activities, or tools to be utilized in order to achieve successful action verb mastery. However, the teachers should consider on choosing the appropriate and suitable approach for the students. Criteria and standards should be set up result effective learning. Textbook is one of media that can be used in teaching vocabulary. It consist a series of materials, instructions and practices that can help students understanding and practice their language.

In implementing textbook to teach vocabulary, the teacher should clearly considered about the appropriateness of the textbook being used. Because not all textbook is appropriate for the students. Textbook should pass some criteria to be considered as good textbook. According to Greene and petty in tarigan explain the criteria of good textbook:⁸⁴

- 1) The textbook must be interested and attractive toward the learners. So, they will be interested in using textbook for study.
- 2) The textbook must be able to motivate the learners to use.
- 3) The content of textbook must be illustrative. So, attractive for the learners.

⁸³Ummu, Salamah, *Gender Representation In The English Textbook*, Unpublished Thesis. (Jakarta: Syarif Hidayatullah State Islamic University, 2014) p.6

⁸⁴ H.G Tarigan& D Tarigan, *Telaah Buku Text Bahasa Indonesia*, (Bandung: Angkasa, 1986) p.20-21

- 4) The textbook should consider the linguistic aspect. So, it will be suitable with the learner's ability.
- 5) The content of textbook must be related to the other branch of science.
- 6) The textbook must stimulate the personal activity of the learners.
- 7) The content of textbook must be clear in written to avoid the learners will be confused in using textbook.
- 8) The book must have clear point of view because it will be a point of view for the learners in using textbooks.
- 9) Textbooks must be able provide the balance and emphasize the values to the learners.
- 10) Textbook must be able to respect the differences individual of each learner.

The teacher should consider taking a good textbook to be used for students. The following criteria should be noted in order to achieve successful learning, especially in learning and teaching vocabulary.

2. Advantages of using Textbook

There are some advantages of using textbook, as follows:

- a. They provide a clear framework which the teacher and the students know where they are going and what is coming next.
- b. Mostly, they serve as a syllabus which includes a carefully planned and balanced selection of language content if it is followed systematically.

- c. They provide ready made texts and tasks with possible appropriate level for most of the class, which save time for the teacher.
- d. They are the cheapest way of providing learning material for each student.
- e. They are convenient packages whose components are bound in order.⁸⁵

It can be concluded that textbook has numerous of advantages to be used. However, teacher should use additional strategy to teaching process regarding that textbook has some advantages on its application or its content.

3. Disadvantages of Using Textbook

According to Basturkem, there is some disadvantage of textbook. They are as follow:

- a. The content or examples may be irrelevant or in appropriate for students and they may not reflect the students' needs since textbooks are often written for global markets and often do not reflect the interests and needs of students.
- b. They may contain in authentic language since texts, dialogues, and other aspects of content tend to be specifically written to incorporate teaching points and are often not representative of real language use.

Despite its advantages, the disadvantages of textbook cannot be pushed aside. The teacher should cover the weaknesses of applying textbook

⁸⁵Penny Ur, *Op. Cit.* p 184

by using another media, or strategy in order to get students successfully learning.⁸⁶

4. Procedure of Teaching Action Verb Mastery using Textbook

There are some steps in which the song is being used in the classroom:

1. The teacher gives students text narrative from the textbook.
2. The teacher asks students to read the text.
3. The teacher asks students to find some action verb in text narrative.
4. The teacher asks students to remember and memorize the action verb that has been found in the text.
5. The teacher assesses the students' performance.

J. Frame of Thinking

Vocabulary is a component of language that contains information about the meaning and using a word in a language. It is to say that vocabulary is part of language which makes language meaningful. The more vocabulary the students gain, the more skill full the students perform the language.

In order to improve the students' vocabulary especially in action verb, teachers are suggested to implement a good teaching technique especially in presenting the word by using media. A good teaching media is a media that can make the students are interesting the lesson. Media can offer variety of interesting activity, which the students might explore many

⁸⁶ H. Basturkmen, *Developing Courses In English For Specific Purpose*, (New York: Paglave Macmillan, 2010) p.149

enjoyable aspect of learning. Therefore, media is a suitable aid to implement in the class activity. The teacher has to find out media that is relevant to the students interested. Short Video is an alternative media to made students interested to learn vocabulary and also to avoid the students bored on because of the uninteresting and ineffective media.

Based on the explanation above, the researcher believes that teaching action verb Mastery by using short video make the students interested, fun and enjoyable to learn English and it can improve the students' action verb mastery and to increase students' English achievement.

K. The Hypothesis

Based on the frame of thinking, the researcher formulates the hypothesis as follow:

H₀: There is no a significant influence of using short video towards students' action verb mastery at the second semester of the eighth grade of SMPN 3 Ketapang south of Lampung in academic year of 2019/2020.

H_a: There is a significant influence of using short video towards students' action verb mastery at the second semester of the eighth grade of SMPN 3 Ketapang south of Lampung in academic year of 2019/2020.

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